

# National Congress Bulletin

OCTOBER 1957 • PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 11 • VOL. 25, NO. 2

## Memo to Local Presidents:

**O**CTOBER is one of the most challenging months in the parent-teacher year for local unit presidents. When you call the October meeting to order, there will be new faces in the audience—scores of them, we hope—and familiar faces too. There's excitement and inspiration as you look out at the rows and rows of people.

Here are parents eager to maintain good homes, eager to give children wise guidance. Here are teachers who want to help children become useful, happy persons. Here are resourceful people—people with hopes and dreams for children. Here are the skills, interests, knowledge, experience, talents, and energies that your leadership can channel into service for children and youth. Here is your local unit, ready for a new year of service to the family and the community!

"The Family and the Community: Each Shapes the Other—The P.T.A. Serves Both." This is our theme, and our task is to build programs that result in tangible achievements for families and communities.

How shall we go about it? How can we function so that when June comes we can show how we have served all families and our community?

The parent-teacher association does most of its work through committees. Therefore, early in the year each committee might ask: (1) What service can our committee provide for families? (2) What service can we provide for the community?

• Take the health committee, for instance. In thinking about services to families it might consider questions such as: What should parents know about children's routines and habits? Do they have the information they need about nutrition, about hours of rest and

sleep for children of different ages, about the need for vigorous play, about the necessity for regular physical examinations, about the care of teeth, about immunization against various diseases?

What do they know about the school lunch program, about the school program of health education and health services, about the purpose and extent of the physical education program in elementary as well as in secondary schools?

And what about the community? Does it have a public health unit? Are the services adequate? What improvements are needed? What other organizations are working on health problems? Have we coordinated our work with theirs in order to do a better job of carrying out our program of continuous health supervision?

What plans have been made to see that appropriate age groups receive the complete series of Salk polio vaccine inoculations?

Dr. Leroy E. Burney, U. S. Surgeon General, and Dr. Lawrence E. Derthick, U. S. Commissioner of Education, have issued a joint communication emphasizing the need for advance planning to safeguard the health of school children against a possible epidemic of Asian flu. What plans are being made in your community?

As we all know so well, the answers to these questions aren't delivered at our door like the morning milk, mail, or newspaper. Committee members have to go out and get the answers—through questionnaires, through interviews with members, through talks with school and public officials, through visits to public and private agencies, through reading and conferences.

When the committee has the facts, it can plan for action. And we all know it's best to start with a project that's achievable. Failure is discouraging, but any degree of success is something to build on.

*(Continued on page 2)*



• A group of delegates to the World Confederation of Organizations of the Teaching Profession, held in Frankfurt, Germany, take time out to pose for a picture with the president of the W.C.O.T.P. Left to right: Elsa Schneider, U. S. Office of Education; Mrs. Rollin Brown; M. Jane Spiteri, Malta; Sir Ronald Gould, president, W.C.O.T.P.; Martha Shull, former president, N.E.A.; Ada James Hager, school principal, Buffalo, New York; and Frau Anna Mosolf, Germany.



(Continued from page 1)

● Every P.T.A. committee will find it has services to render both to families and to the community. For example, the safety committee might consider such questions as: What do our members know about the causes and prevention of home accidents? How can we help parents protect their children and at the same time teach them safe practices? What are the chief hazards for children of various ages? Does the community have a poison control center? In addition to home accidents, what is our next most pressing safety problem? What kind of safety education program does our school have?

● Here are a few questions the recreation committee might start with: What assistance could our committee give parents to help them develop home-centered and family recreation activities? What other P.T.A. committees and community groups could help us plan and conduct a recreation workshop for parents? Does our community have a recreation commission? Is there a year-round recreation program under supervision of qualified professional leadership? Does our community provide facilities for family recreation? Are school facilities available? Is there a need for more volunteer recreation leaders? How could they be trained?

By the way, what plans have you made for Halloween in order to keep young people engaged in wholesome, protected recreation? In this connection may I point out that while the National Congress of Parents and Teachers wholeheartedly supports the international agency UNICEF, it has withheld approval of the Trick or Treat Program of the U. S. Committee for UNICEF. The National Congress has never condoned the use of children for fund raising.

● Consider also the infinite possibilities of coordinated committee work. Take the following example: Alerted to the needs occasioned by the changing character of American life and habits, President Eisenhower has created the President's Council on Youth Fitness, made up of cabinet members and a broadly representative Citizens Advisory Committee on which the president of the National Congress serves. Although discussions of the physical aspects of fitness have received most publicity, both Council and Advisory Committee are looking toward community programs that will ensure total fitness—mental, social, and moral, as well as physical—for all our children and

youth. This ideal was expressed by the ancients as "a sound mind in a sound body." How can our health, juvenile protection, parent and family life education, recreation, safety, and school education committees work together and with other voluntary organizations and appropriate public agencies to advance such a program?

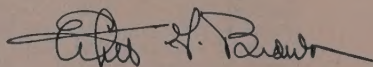
● So it is with all committees. First, the questions; then the search for the answers—a search that will take us to a number of people, places, and publications; and finally, *a few carefully selected and planned projects*—projects that we can carry out successfully.

● Now, one more thought about the October meeting. What about those new faces? What do our new members expect of the P.T.A.?

Some of them may think that the only significant activity of the association is the monthly meeting. The monthly meeting is important. It provides one avenue for serving the family and the community. But the committee work that goes on between monthly meetings is important, too, and new members who are informed about it from the first are more likely to become participating members. And, of course, some of the good monthly programs grow out of committee work—out of the facts that committee members turn up on the interests, problems, and information needs of members.

Some associations invite new members to remain for a brief orientation after the regular meeting. At this session, chairmen give interesting descriptions of committee plans, and new members can ask questions about the work of the committee, the association, the state congress, and the National Congress. These orientation sessions should be brisk, lively, and stimulating. Nothing can dampen new members' interest faster than long, detailed reports. And nothing can stimulate interest more than a convincing demonstration that there's real work to be done and that each new member is needed to help get it done.

● How can we serve the families of our community? How can we serve our community? As you search for the answers, you and your P.T.A. are heading toward a fruitful year of service to the family and the community and to each of your members—new and old.



MRS. ROLLIN BROWN, President  
National Congress of Parents and Teachers

## Local President:

● During July or August YOU received a MAGAZINE PROMOTION PACKET. The packet is intended for the person responsible for taking subscriptions to our official magazine, the *National Parent-Teacher*.

We are counting and depending on you to pass along the packet. You won't disappoint us, will you? We know you won't. For you will remember that EVERY TIME you do ANYTHING to promote the *National Parent-Teacher* YOU are promoting the welfare of the children and youth of your community.

Have you put on display or passed around the sample copies of the magazine that were sent to you for promotion use?

Mrs. Joel L. Burkitt  
National Chairman  
*National Parent-Teacher Magazine*

## WHY WE CELEBRATE U. N. DAY

October 24, 1957

"... Though the United Nations has passed the experimental stage and established itself as a vital international forum, it is important that we Americans not relax our efforts to demonstrate our support for the organization. United Nations Day, October twenty-fourth, is an occasion for emphasizing these efforts. . . ."

—PRESIDENT DWIGHT D. EISENHOWER

## NATIONAL CONGRESS BULLETIN

Volume 25 OCTOBER 1957 Number 2

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# Magazine Promotion News



• This display, prepared by the Avon P.T.A. of the Lorain County Council, Ohio, appeared in a bank window in Lorain. Evidently Mother doesn't tend strictly to her knitting, but takes time out now and then to read the Magazine!

## A Bell-Ringing Affair

• A P.T.A.-sponsored carnival, a Magazine booth, and a bell are in the news from Mrs. Albert Gernenz of the Grant P.T.A., Casper, Wyoming. The bell is to ring out whenever Magazine subscription-takers ring up a sale.

## An Award with Appeal

• A subscription to the *National Parent-Teacher* makes a fine award for P.T.A. leaders and workers, believes Mrs. E. E. Watson, Magazine chairman of the Kansas City Council. She reports that when four units of the Kansas City District were cited this year for outstanding accomplishments, each was given the honor of presenting an Overseas Gift Subscription in the unit's name. "We hope to continue the practice of using the *National Parent-Teacher* as an award in future years," Mrs. Watson declares.

## Rewards of Wishful Thinking

• Units in Pennsylvania said "happy birthday" to their state president, Mrs. C. S. Garey, by sending Overseas Gift Subscriptions to NPT. Because Mrs. Garey had repeatedly expressed a wish that every local unit in the state send at least one Overseas Gift Subscription, local units were invited to "make that wish come true" as a birthday gift for Mrs. Garey. After a unit sent the gift subscription overseas, it mailed a card to Mrs. Garey telling her the good news.

## Worth a Citation

• Approximately three out of every five families with children attending the Hosford Day School for the Deaf in Portland, Oregon, are NPT subscribers. The unit received a Golden Anniversary Citation when 32 out of the school's 49 families subscribed this year.

## A Compliment Indeed

• A "Subscription Fund," an extraordinary item in the Florida Congress budget, is set up for the express purpose of taking care of *National Parent-Teacher* subscriptions for presidents of newly organized Florida P.T.A.'s. The machinery goes into action this way: (1) News of the subscription sent to the new president from the Florida Congress, with word that it is for only one year; (2) state office notifies the state Magazine chairman; and (3) state Magazine chairman writes to the new president, sending promotional materials and information.

## Adding the Personal Touch

• Mrs. I. Bailey, Magazine promotion chairman for the Winfield Scott School No. 2, Elizabeth, New Jersey, sent out a letter to the entire membership telling them about *National Parent-Teacher* and the *New Jersey Parent-Teacher*. But she didn't stop there. At the next P.T.A. meeting she was on hand to greet every member personally and to explain to him why he needed the two publications.

## A Program with Punch

• Planning a special P.T.A. program to call attention to NPT this fall? In the June 1957 *Virginia Bulletin*, Mrs. Roland M. Howard, state chairman of Congress and state publications, offers some tips on how to plan a program with a punch.

To set the stage, she suggests that posters and balloons on which headlines and pictures from *National Parent-Teacher* have

## POINTERS FROM P.T.A.'s

been pasted be on display; that P.T.A. officers wear hats, aprons, and corsages made from the Magazine; and that current and back issues of NPT be distributed throughout the audience.

The program might include appropriate music, a jiffyskit, and two-minute talks on NPT. The talks could describe the kind of articles the Magazine publishes and point out unique features (low cost, no advertising, official magazine of the P.T.A., and so on).

After the meeting the Magazine chairman takes subscriptions, and later sets up plans to make contacts with members who do not subscribe.

## Well-Charted Course

• An increase of 400 subscriptions over last year—that's the impressive accomplishment of the Salt Lake Council, Utah. The council Magazine chairman, Mrs. Allen, asked member units to report their subscriptions each month, and the monthly counts were recorded on a chart that helped stimulate interest in the subscription campaign. Friendly rivalry between three schools boosted all three over the 100 mark: Forrest, 120; Garfield, 115; and Grandview, 115 (50 per cent of its members).

## Nation-wide Hookup

• What's YOUR P.T.A. doing to promote the *National Parent-Teacher*? Let us know so that we can tell others of your achievements!



• "National Parent-Teacher" was one of the publications prominently featured in the exhibit that accompanied Mrs. Merle T. Brown, Ohio reading and library service chairman, on her round of spring visits at all of Ohio's district conferences.





# Program of Continuous Health Supervision of Children

IN 1925 the National Congress of Parents and Teachers started its Summer Round-Up campaign to improve the health of children entering school for the first time. In this undertaking it had the active interest, advice, and assistance of national health leaders, including representatives of the American Medical Association, the American Dental Association, the American Public Health Association, the National Tuberculosis Association, and government agencies concerned with child health.

The Summer Round-Up pamphlet issued in 1930 stated in one of its introductory paragraphs:

*When parents become fully educated to their responsibility for the health of their children and they realize that examination is desirable not only at the preschool period but at reasonable intervals from birth onward, then the Summer Round-Up will become unnecessary.*

Thus twenty-seven years ago it was acknowledged by the National Congress of Parents and Teachers that periodic health examinations from birth on were essential to the health of children. It was not until May 1956, however, that this stand was officially taken, when the two following recommendations were adopted by the National Board of Managers:

1. That the National Congress of Parents and Teachers adopt a policy supporting and encouraging a program of continuous health supervision of children from birth through their school experience, rather than a program of single appraisal on school entrance.
2. That the National Congress of Parents and Teachers recommend to its local units a promotional and educational program that will tend to bring children and their parents into effective contact with the health resources of the community.

These recommendations had been submitted to the Board of Managers as the result of a conference in January 1956, at which the National Congress had discussed the plan with national representatives of twenty other organizations and agencies interested in child health.

The growth of this project from a single health examination to the health supervision of the entire period of childhood carries with it great possibilities for new service. To help P.T.A. members understand and appreciate these new opportunities, the following series of questions and answers has been prepared.

## QUESTIONS AND ANSWERS

What is continuous health supervision?

- Continuous health supervision is an uninterrupted health service for children from birth through high school, arranged for by parents (with the assistance of parent-teacher associations), provided by physicians

and dentists, and supported by all available health agencies.

The P.T.A. program of continuous health supervision is based on the conviction that an ounce of prevention is worth a pound of cure. It presupposes a recognition of the fact that even a child who seems well should be taken to a physician regularly, to be sure that he is well and that he is kept well.

How soon after birth should this continuous health supervision begin?

- It should begin as soon after birth as possible.

How often should the doctor see a child for this purpose?

- A reasonable schedule would be—
  - About once a month during the first six months of life.
  - About every two months during the second six months of life.
  - About every four months during the second year of life.
  - About once a year from then until the child enters school.
  - About every four years while the child is in school.
  - Frequent examinations of the teeth (at least once a year at all ages).
  - Additional examinations whenever there is doubt that the child is well.

What in detail are some of the services provided by the doctor in continuous health supervision?

- Services provided by the doctor would include the following—
  - He finds out whether the child is growing properly.
  - He immunizes the child against certain diseases at the proper time in the child's life.
  - He learns from the parents how they think their child is doing and what questions or problems they have. He discusses with them such matters as feeding problems and nutritional needs, accident prevention, general health measures, and any treatment found necessary.
  - He is on the lookout for early signs of abnormal physical, mental, emotional, and social developments.
  - He assists in the prevention of behavior problems, in their early management, and in their referral to specialists if necessary.
  - He gives help and advice to older children on the problems of adolescence.

Against what diseases should all children be immunized?

- All children should be immunized against (1) diph-



theria, (2) pertussis (whooping cough), (3) tetanus (lockjaw), (4) smallpox, and (5) anterior poliomyelitis (polio). Under certain circumstances the doctor may think it advisable to immunize the child against other diseases.

What kind of physician gives examinations and services of this kind?

- Either a general practitioner or a pediatrician is qualified to supervise the general health of children, and a dentist to take care of his teeth.

Would the regular family physician be in a position to supervise the health of a child?

- Certainly, for everything except dental care. In fact, the family physician is in a particularly favorable position for supervising the health of a child, for in most instances the child would be under the continuous care of the same doctor during the entire period from birth to the end of his school days, both in health and in illness.

In communities where physicians and dentists are not immediately available, how are these doctors to be found?

- The city or county medical and dental societies will provide the names of well-qualified physicians and dentists practicing in the area covered by these societies. In many communities public health departments or voluntary organizations interested in child health sponsor child health conferences for children whose health would not otherwise be supervised.

Who, besides physicians and dentists, are concerned with the health supervision of children?

- The following groups—
  - Parents, who are primarily responsible for the child's health and welfare.

- Teachers, who have the opportunity to observe the appearance and behavior of children every school day.
- Nurses, who counsel with teachers, parents, and doctors on problems of child health.
- Health officers and members of their staffs, as well as workers in other voluntary and official agencies that aim to prevent disease and promote community health.

In an adequate program of continuous health supervision, the observations of these people would supplement the information obtained from actual medical examinations. In other words, there should be periodic appraisals of each child's health by his parents, teachers, nurses, and others who come in intimate contact with him. Only through such cooperation can there be any guarantee of truly *continuous* health supervision.

What has become of the Summer Round-Up?

- The Summer Round-Up has become one of the various examinations of the child in the program of *continuous health supervision*—the one given during the year before he enters school for the first time. From the beginning of the Summer Round-Up the National Congress has stressed the fact that this was but one step in a well-balanced health program and that, once parents had learned the importance of periodic health examinations for their children, the Summer Round-Up of children about to enter school for the first time would no longer be needed as a separate project. Therefore, it is now incorporated in the larger program of *continuous health supervision*.

—DR. HENRY F. HELMHOLZ, *Health Chairman*  
*National Congress of Parents and Teachers*

**Note:** Additional information about this new health program will reach you soon from your state congress. Future issues of the *National Congress Bulletin* will also bring you more information about it.



- Among the direct results of the Vestavia Hills P.T.A. book festival were two gifts for the school—a set of encyclopedia and a rolling bookshelf to hold it. With their gifts are (from left) Mrs. C. B. Rogers, Jr., president of the P.T.A., and Mr. and Mrs. Ray J. Stivers, chairman and co-chairman of reading and library service.

## Vestavia Hills Book Festival

- With the first parent-teacher Object in mind, the Vestavia Hills P.T.A. in Birmingham, Alabama, decided that book fairs are always appropriate, and especially so during school open-house season.

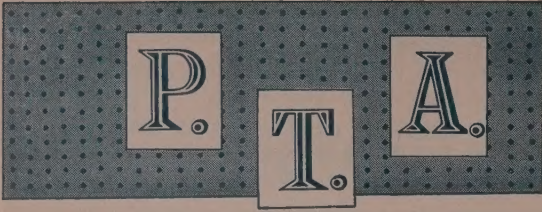
"Security for Children and Youth in Today's World," the unit's theme, was pinpointed into "Security. . . Through American Education" for an evening that turned out to be one of the P.T.A.'s finest. The actual meeting time was scaled down because a display of more than five hundred books awaited inspection by the parents, teachers, and children.

Twenty tables, all well marked as to type of books they held, had been set up in the auditorium and halls. The displayed books ran the full range between preschool picture stories and more academic adult fare; cookbooks, mystery stories, fiction, and books on etiquette,

science, history, ballet, art, games and sports, and so on were all there. The arrangement on each corridor table was planned to coincide with the age level of the particular grade room it was near, to be convenient for the room's open house visitors.

This one evening served as the kick-off for a book festival that lasted two weeks, in which time teachers and students had ample time to decide on their favorite books. Much of the credit for the success of the festival and the more than two hundred book orders that were taken goes to the reading and library service co-chairmen, Mr. and Mrs. Ray J. Stivers, who maintained the display for the two-week period; the Jefferson County library consultant, Edna Eaves; and the library service that loaned the display books. Profits from the book sales were used to swell the Vestavia Hills School's library fund.





# BULLETIN BOARD

Brief Items of Current Interest



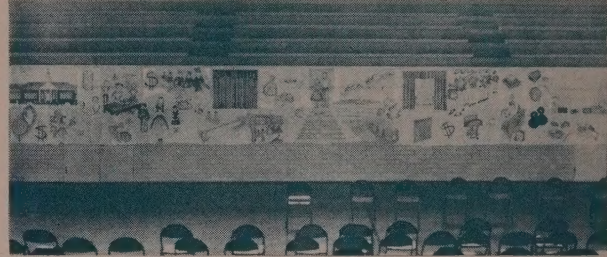
© Westover Yankee Flyer

- **THE PROS AND CONS OF "Corporal Punishment in the Schools"** were presented by a panel of educators at a meeting of the Westover Chicopee P.T.A. at Westover Air Force Base in Massachusetts. On the panel were (left to right): the Rev. William H. Roach, director of the Boys' Guidance Center in Boston; Mrs. John W. Hageb; John J. Fitzpatrick, superintendent of the Chicopee schools, who served as moderator; Martha Clifford, an authority in the field of child health and guidance from Hartford; and James J. Doherty, president of the Boston Teachers' Union. Another panel member, Mrs. R. B. Anderson, an appointee of the governor of Massachusetts to the service of youth advisory committee, is not shown in the picture.

- **THE PARENT-TEACHER MANUAL** is used to good advantage by Mrs. Philip Gordon of the Nathaniel P. Banks P.T.A. (Waltham, Massachusetts) in getting volunteers for committees. She sends an appeal for participation to all members and includes with it a concise questionnaire and a list of the various chairmanships and their duties as explained in the *Manual*.

- **AN IMPORTANT LEGISLATION ISSUE**—the K-12 Plan for reorganizing Nebraska school districts—was discussed at an open meeting of the Superior P.T.A., giving Superior residents an unusual opportunity to form their own opinions on the subject. The principal speaker was Allen Lichtenberger, director of research in the state department of education. To encourage a large attendance, the P.T.A. made arrangements to supervise children of parents who wanted to attend the meeting.

- **A STATE LIFE MEMBERSHIP** was awarded in an "audience quiz show" of the Verduga Hills High School P.T.A. (Tujunga, California). At the surprise presentation, a panel of five persons described the many accomplishments of the honoree, a local businessman who is active in civic affairs. Members of the audience were requested to stand as soon as they recognized the person being described. When most of them were standing, the man was called to the stage for the presentation.



© Crowley Daily Signal

- A mural with the twelve-year story of North Crowley and Crowley P.T.A. accomplishments.
- **A HUGE MURAL SHOWING ACHIEVEMENTS** of the North Crowley Elementary School and the Crowley High School P.T.A.'s (Crowley, Louisiana) was the star attraction at the units' Founders Day program. Among the many activities pictured by the artist, Mrs. Joe Gueno, were beautification of the school grounds, summer reading programs, the Summer Round-Up of the Children, sponsorship of youth groups, and the school lunch program.



© Altoona Mirror

- Children from the Fairview School in Altoona receive Lassie Club certificates when they regularly purchase U.S. savings bonds and stamps at "bond houses" near their schools.
- **SCHOOL CHILDREN IN ALTOONA, Pennsylvania**, purchase U.S. savings bonds and stamps regularly at special "bond houses." This project was begun in 1953 by the American Women's Voluntary Services; when the U.S. Treasury Department inaugurated its savings plan through the nation-wide Lassie Club in 1956, Altoona youngsters were among the first to join. The city's P.T.A.'s cooperate in handling sales of bonds in homes near the schools.



● **P.T.A. ROOM REPRESENTATIVES** in the Grout School received an early-morning SOS one day last winter. The principal, Harold Ahrendt, asked them to notify the 755 students that there would be no school because the power cable supplying heat to the building had burned out during the night. Room representatives kept the telephone lines humming for forty minutes, with the result that only one child showed up at the cold school. (The location of this P.T.A. was not given in the information sent to the *Bulletin*.)

● **THE STUDENT TRIP ASSISTANCE FUND** sponsored by the Detroit Council enriches lives of the city's children by financing visits to city parks, zoos, and museums. Trips are arranged by school principals, who apply to the council for assistance. The fund, supported by contributions from the 133 units of the council, is available to all schools in Detroit, whether or not they have a P.T.A. In four years the fund has provided trips for more than ten thousand children, reports Mrs. Andrew R. Vanderberg, council president.

● **AN OAK TREE** was planted on the school lawn by the Evergreen Park Community High School P.T.A. (Chicago) last fall. Since this emblem of the National Congress represents a pledge of service to children and youth, P.T.A. members decided, when the school was built two years ago, that the oak tree would be a most appropriate addition to the school grounds.

● **"WHAT YOUNG PEOPLE AND THEIR PARENTS Expect of Each Other"** was the theme of a half-day study course conducted by the Durham (North Carolina) Council. On hand to discuss the subject was a panel composed of Lew W. Hannen, assistant superintendent of the Durham city schools; E. L. Phillips, principal of Carr Junior High; Mrs. E. L. Costner, a parent; and three students, Betsy Pilkington, Nancy Dailey, and Jack Rodnick. Buzz sessions and a question-and-answer period followed. The meeting was well attended despite a driving rain, reports Francis E. Walker, council president.

● **STATE LIFE MEMBERSHIPS** were presented to twelve teachers by the Fifth District of the Georgia Congress at its spring conference in Americus. The teachers chosen were county winners in "The Teacher of the Year" contest sponsored by the Georgia State Chamber of Commerce, which is conducting a program to honor teachers and interest young people in the teaching profession.

### Please Alert All P.T.A. Members

The National Education Association, the National Broadcasting Company, and the U. S. Department of Health, Education, and Welfare are preparing one of the biggest radio and television projects ever undertaken — a six-week **KNOW YOUR SCHOOLS** series. It will start the week end of October 12-13 in eight major cities: New York, Philadelphia, Washington, Hartford, Buffalo, Chicago, Los Angeles, and San Francisco. Watch for further information in your local newspaper.



● Visitors of all ages find something of interest in displays at the book fair of the Murray High School P.T.A.

● **FOR ITS FIRST PROJECT** the brand-new Murray (Kentucky) High School P.T.A. held a three-day book fair during Children's Book Week. The exhibits were planned and arranged by the chairman of the library committee, Mrs. George Hart, who is also high school service chairman for the Kentucky Congress; two parents, Mrs. J. B. Wilson and Mrs. Wayne Williams; a teacher, Mrs. Harry Sparks, and her eighth-grade pupils; and students of the senior high school library club.

● **"A FAMILY AFFAIR"** was the caption of a two-page Founders Day spread on Tulsa (Oklahoma) P.T.A.'s that appeared in the *Tulsa Sunday World Magazine*. The article outlined the P.T.A.'s goals and purpose, and pictures showed Tulsa P.T.A.'ers engaging in a wide variety of activities—as chaperons at a school dance, helping on the serving line at a school cafeteria, sponsoring youth groups such as the Boy Scouts, learning by observing play groups of preschool children, and conferring with teachers.

● **"AMERICAN INDIANS AND THE P.T.A."** is the title of a series of articles appearing in the magazine *The American Indian*. The first article points out that "there are not many exclusively Indian P.T.A.'s at work in the Indian country, although Indian parents belong to P.T.A. groups." An example of an all-Indian P.T.A. is the one in Nixon, Nevada, believed to be the only P.T.A. on a Nevada Indian reservation. Before they formed their own unit, these Indian parents traveled twenty miles to a neighborhood town for monthly P.T.A. meetings.

● **INTEREST IN NUTRITION** was aroused by a project of the Hickman Street (Seventh District, Kentucky) P.T.A. when tests were made on two white rats, kept in separate cages at school. One was fed properly, while the other dined on an unbalanced menu of candy, soft drinks, and similar types of food. After six weeks, the dramatic results were demonstrated at a P.T.A. meeting.

● **A BOOK FAIR** sponsored by the Lyman Trumbull Elementary P.T.A. (Chicago, Illinois) had a threefold purpose: to encourage parents to provide their children with good books, to inform them of available children's books, and to raise money for P.T.A. projects. The event was livened by posters (results of a contest sponsored by the Trumbull student council to promote interest in the fair) and by characterizations from favorite storybooks, offered by pupils in costume.





# Check Your Bookshelf

STOCK UP NOW ON PUBLICATIONS OF SPECIAL INTEREST  
TO P.T.A. LEADERS AND MEMBERS

## P.T.A. Public Relations: A Publicity Handbook

● A complete guide to P.T.A. publicity and public relations; covers each step in communication from the original idea to its final expression. The pamphlet offers publicity chairmen an abundance of practical suggestions for carrying on their work efficiently and successfully.

Price: 50 cents a copy. 56 pages, illustrated.

## Signals for Safety

● A valuable digest of safety information designed especially for P.T.A. members. Conveniently arranged for frequent use, it shows readers how to apply safety measures in the home, on the farm, in the school, and in the community. Particularly helpful to parents is the section on the child's growth from infancy to adolescence, with concrete suggestions on accident prevention. The booklet includes safety guides, outlines for parent-teacher safety projects, and a helpful reading list.

Price: 50 cents a copy. 64 pages, illustrated.

## General Information

● This leaflet briefly describes the Objects, structure, and membership requirements of the parent-teacher organization. It contains the Permanent Platform of the National Congress of Parents and Teachers. A list of the total P.T.A. membership in each state is also included. "General Information" is used by parent-teacher leaders who conduct seminars, schools of instruction, and conferences.

Price: 50 cents a hundred copies; \$4.00 a thousand copies.

## Facts About the National Congress of Parents and Teachers

● A concise question-and-answer leaflet that explains what parent-teacher members do to promote the welfare and education of children and youth. Among the questions answered are these:

What is the National Congress of Parents and Teachers?

What are its main purposes?

What are its policies?

What are some important projects carried on by the organization?

This leaflet is intended for distribution primarily to persons who are not familiar with parent-teacher work or with the program of the National Congress.

Price: 5 cents each; \$3.50 a hundred copies. 16 pages.

## Moral and Spiritual Education in Home, School, and Community

● Definitions for moral and spiritual values, fresh perspective for understanding and emphasizing such values, discussion hints, and a broad summary of resources contribute to this pamphlet's value for study and discussion.

Price: 25 cents a copy. 28 pages, illustrated.

## Membership Promotion Leaflets

● These are flyer-type leaflets containing information that will stimulate the interest of parents, teachers, and other citizens in parent-teacher work. They may be used as invitations to individuals to enroll in the P.T.A. They explain why the P.T.A. needs the aid and support of everyone who is interested in America's schools and the children who attend them.

### Help Wanted: Men and Women

Price: 30 cents a hundred copies  
\$2.50 a thousand copies.

### You Belong in Our P.T.A.

Price: 30 cents a hundred copies  
\$2.50 a thousand copies.

### You Are Needed in Our P.T.A.

Price: 40 cents a hundred copies  
\$3.00 a thousand copies.

**Don't Be a Dropout Parent** (directed to parents whose children are entering high school)

Price: 50 cents a hundred copies  
\$4.00 a thousand copies.

**Why I Voted for My Organization To Become a Unit  
of the National Congress of Parents and Teachers**

Price: 50 cents a hundred copies  
\$4.00 a thousand copies.

## New Hope for Audiences

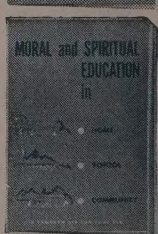
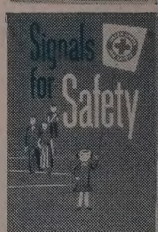
● The old and rigid type of group meeting—the kind where a silent, passive audience listened to a speaker and then went home—is now a thing of the past. Instead there are a host of new techniques for involving every member of the audience in a lively discussion of the subject at hand. The pamphlet not only describes such new techniques as Discussion 66, "brainstorming," circular response, and role playing but reviews some of the time-tested older methods. Two chapters are devoted to workshops. This publication is especially helpful to P.T.A. program planners, parent and family life education chairmen, and discussion leaders.

Price: 40 cents a copy. 48 pages, illustrated.

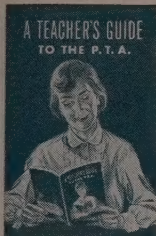
## Parents and Teachers as Partners

● This publication discusses the causes of resentment and misunderstanding between parents and teachers and offers some welcome suggestions for overcoming these obstacles. It also contains answers to a nation-wide questionnaire that asked teachers, "What are the five qualities most important in parents?" and asked parents, "What five qualities are most important in a good teacher?" The booklet belongs in every collection of parent-teacher reference materials as well as on every P.T.A. bookshelf. Many P.T.A.'s buy copies to give to students interested in teaching as a career.

Price: 60 cents a copy. 48 pages, illustrated.



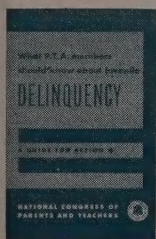




## A Teacher's Guide to the P.T.A.

● A factual account and realistic appraisal of the accomplishments and potentialities of the parent-teacher organization as it operates in the school, the community, the state, and the nation. Through illuminating examples, it demonstrates that a good P.T.A. is one of the most effective educational aids a teacher or school administrator can have, and it shows teacher and administrator how to cultivate and reap the benefits of home-school-community cooperation. It will provide practical orientation for both present and prospective members of the education profession in one of their most important professional tasks—the task of working cordially and constructively with parents and community organizations.

Price: 50 cents a copy. 80 pages.



## A Reading Guide for Parents

● Books and pamphlets listed in this handy reading guide are grouped into several categories: books on babies and young children, on school-age children, and on adolescents; books of general interest; materials on children's literature, music, and art; and books on leadership for parent education groups.

Price: 15 cents a copy. 40 pages.



## What P.T.A. Members Should Know About Juvenile Delinquency

● This pamphlet brings parent-teacher members a digest of current knowledge about delinquency—its complex, varied, and interrelated causes; the possibility of identifying and helping vulnerable children; and realistic measures by which we may hope to reduce the incidence of delinquency and to rehabilitate delinquent children. It is a guide to informed, intelligent action.

Price: 50 cents a copy. 96 pages.



## Working with Youth Through the High School P.T.A.

● A handbook that discusses the values of a high school P.T.A. It has been prepared for the use of leaders in junior, senior, and four-year high schools; high school service chairmen; and parents and teachers who may wish to organize a P.T.A. in their high school. It discusses changes during adolescence, changing relationships with adults, new experiences in school and community, and P.T.A. services to youth, parents, teachers, and administrators.

Price: 40 cents a copy. 64 pages, illustrated.



## Where Children Come First: A Study of the P.T.A. Idea

● A vivid story of the parent-teacher movement. It contains a well-documented account of how an organization—now numbering millions—has made its efforts count in the interests of children and youth. It brings readers interesting facts and historical information not available elsewhere. When this book is read by persons who are not yet aware of the value of parent-teacher cooperation, the progress of P.T.A. work in the community is greatly stimulated.

Price: \$1.25 a copy, paperbound. 320 pages.



The publications are available from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois, or from your state congress.

## Action Program

● The Action Program of the National Congress has as its theme "The Family and the Community: Each Shapes the Other—The P.T.A. Serves Both." Major problems and objectives bearing on the family and the community are listed in one column, and the opposite column gives suggestions for specific projects and activities that will help parent-teacher associations solve each problem or achieve each goal.

Price: 10 cents a copy. 24 pages, illustrated.

## Happy Journey

● This guide for parents of five- and six-years-olds will help them launch their children on that first journey to school. It traces the child's development from infancy to school age, explaining how parents can prepare children for school and cooperate effectively with the teacher.

Price: 40 cents a copy. 32 pages, illustrated.

## It's High Time

● Parents who want their children to achieve a smooth transition from elementary school to high school will find "It's High Time" an informative and helpful publication. It discusses teen-age fads, family rules, curfews, courses of study, vocations, and extracurricular activities. Parents who read it will understand more clearly what the modern high school is like, not to mention the modern adolescent!

Price: 50 cents a copy. 40 pages, illustrated.

## P.T.A. Objects Bookmark

● A handsome fabric bookmark with the parent-teacher Objects woven into it in blue and gold; an appropriate all-occasion P.T.A. gift. Mounted on an attractive all-purpose greeting card, it is enclosed in an envelope suitable for mailing. Every P.T.A. member will treasure one of these bookmarks. They are ideal for favors, holiday greetings, anniversaries, and remembrances of all kinds.

Price: 25 cents each.

## National Congress Bulletin

● Furnishes organizational news and progress reports of parent-teacher activities.

A monthly message from the president of the National Congress; timely information about the legislation program; emphasis on the current administration Action Program or theme; ideas for program planning; current information and news about the National Parent-Teacher and other Congress publications.

Each association receives one subscription, which is sent to the local president. Other members and nonmembers may subscribe for themselves. Many associations take out subscriptions for their officers.

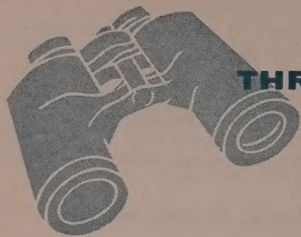
Subscription rate: 30 cents a year, illustrated.

## Study-Discussion Group Techniques for Parent Education Leaders

● A pamphlet written especially for the group leader, to help him perform his vital role successfully. It explains how to organize and maintain study-discussion groups, sets forth the functions and duties of the leader, describes various methods of conducting discussion-group programs, and gives resources for leaders.

Price: 25 cents a copy. 64 pages.





THROUGH OUR

## Fieldglass

Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff  
"on location."

### A Community and Its Exceptional Children

A year ago, in Wadesboro, North Carolina, a new school was opened for children who were too handicapped to attend the public school. At the same time the public school began its special education class for children in better physical condition. This proof that Wadesboro citizens cared about all children in their community brought some deep satisfaction to the public spirited backers of the two projects.

P.T.A. members, headed by the exceptional child committee and its chairman, Mrs. Warren D. Carter, can claim much of the credit for sparking the movement that led to help for these groups of Wadesboro's exceptional children and to the establishment of the public school class. The story is a long one—one of the efforts of untiring workers to pledge cooperation in the community and to educate themselves and other parents in phases of the program. Briefly, however, steps taken to reach the coveted goal included the following:

**Surveys**—A preliminary check determined that Wadesboro had enough

handicapped children to warrant special education facilities. Later on another survey counted the number of trainable youngsters who would be eligible for the special school.

**Visitations**—Basic requirements of special education were tabulated from studies made of classes and special schools in other communities and in conferences at state meetings of professional organizations.

**Community education**—Through radio broadcasts, newspaper articles, talks to various civic and professional groups, film showings, and study courses parents of handicapped children and other citizens were continuously alerted to the needs and aims of the proposed program.

**Teacher recruitment**—Recognizing the need for teachers with special training, the P.T.A. voted a special scholarship grant, which later was augmented by the local garden club. Teachers' interest in such scholarships was sought. In the meantime, the state department of public instruction assured the salary of one teacher.

Thus was set into action the systematic campaign that culminated in help for Wadesboro's handicapped youngsters.

### Full o' Beans

There was no dearth of green vegetables on the Dayton, Oregon, school lunch menu last year, thanks to the Dayton P.T.A. To assure their youngsters a plentiful supply of growth-promoting vitamins, the P.T.A. stocked the school pantry shelves by staging an all-out bean picking day. Eighth grade boys and girls picked the beans under the supervision of P.T.A. members and then turned them over to their mothers, who promptly put them through the canning process.



• Mrs. Warren D. Carter, serving as a volunteer teacher in Wadesboro's special education class, assists Henry Thomas (left) and Mike Faulkner, two of the pupils.

## \$2,494,183 AWARDED IN P.T.A. SCHOLARSHIPS TO STUDENTS AND TEACHERS

• The following totals are as of  
December 31, 1956:

State	Number of Scholarships	Amount
Alabama.....	6.....	\$ 900
Arizona.....	7.....	700
Arkansas.....	64.....	15,025
California.....	889.....	1,083,646
Colorado.....	150.....	84,250
Connecticut.....	16.....	1,600
Delaware.....	48.....	4,800
D. C.....	13.....	1,300
Hawaii.....	10.....	1,600
Idaho.....	42.....	5,105
Illinois.....	550.....	229,350
Indiana.....	179.....	35,600
Iowa.....	54.....	19,465
Kansas.....	253.....	29,900
Kentucky.....	17.....	3,700
Louisiana.....	7.....	1,600
Maine.....	2.....	400
Maryland.....	23.....	2,550
Massachusetts.....	294.....	29,900
Michigan.....	47.....	10,727
Minnesota.....	144.....	19,115
Missouri.....	220.....	49,252
Montana.....	40.....	5,125
Nebraska.....	244.....	13,675
Nevada.....	8.....	800
New Hampshire.....	10.....	2,000
New Jersey.....	274.....	37,905
New Mexico.....	29.....	2,800
New York.....	765.....	333,143
North Carolina.....	4.....	900
Ohio.....	811.....	162,800
Oklahoma.....	46.....	6,900
Oregon.....	397.....	106,475
Pennsylvania.....	144.....	43,650
Rhode Island.....	2.....	2,500
South Carolina.....	10.....	1,000
South Dakota.....	40.....	6,087
Tennessee.....	9.....	1,800
Texas.....	145.....	25,710
Utah.....	150.....	15,000
Vermont.....	50.....	5,466
Virginia.....	10.....	3,000
Washington.....	473.....	58,950
West Virginia.....	2.....	600
Wisconsin.....	52.....	19,825
Wyoming.....	36.....	7,587
<b>Total.....</b>	<b>6,786.....</b>	<b>\$2,494,183</b>

**Suggestion:** American Education Week is a good time to let the entire community know how much money P.T.A. members have contributed to teacher-education scholarships. Publish this information in local bulletins. Include it in American Education Week exhibits. Send it to local newspapers.



# COUNCILS IN ACTION...

AT THE NATIONAL convention in Cincinnati one of the liveliest sessions was devoted to "Councils in Action." During the three section meetings many questions were discussed. How some of these questions were resolved is briefly summarized here. More of the questions and answers will appear in future issues of the *Bulletin*.

## • Questions About Organizational Problems

**Q.** How many meetings should a council have, to function properly?

**MRS. LEONARD, immediate past president, N.C.P.T.:** The number of meetings is determined by what a council intends to do in the community. Some councils meet only two or three times a year; others meet once a month. My recommendation is to fit the number of meetings to the work planned by the council.

**COMMENTS:** One participant insisted that a council which meets only two or three times a year cannot be effective; at least five meetings a year, he thought,

## QUESTIONS, ANSWERS, AND COMMENTS FROM THE COUNCILS SECTION MEETING AT THE NATIONAL CONVENTION

should be written into state procedure.

It was also suggested that the length of meetings influences the number to be held. The duration of council meetings, it seems, varies from as little as two hours to all-day Saturday meetings.

The Charleston, South Carolina, Council meets once a month with presidents and chairmen of local units. In addition to its council-sponsored workshops, it holds supper meetings three times a year and invites the entire membership of its thirteen local units.

**Q.** What should be done when a council sets itself up as a power structure within a district?

**MRS. STINNETT, former vice-president, N.C.P.T.:** Sometimes when councils are organized in the larger metropolitan centers it does seem that "the tail wags the dog." Such councils have extensive sources from which to draw leadership, and occasionally a sense of power develops that would not occur in a smaller group. When a council

becomes too big, it probably could fulfill its purpose better by breaking up into smaller groups.

**COMMENT:** A council in Lexington, Kentucky, found that a careful selection of committee chairmen, with a representative from each P.T.A., seemed to prevent undue concentration of power.

**Q.** What is meant by the statement "a council does not legislate for local units"?

**MRS. STINNETT:** This means that a council does not take action without the consent of P.T.A.'s that belong to it. A council is set up for the purpose of counseling. It gives local units opportunity to confer with each other. It renders service to its members—the local units that compose the council. It is a division within a state branch of the National Congress; its bylaws must be approved by the state congress. Because council organization varies from state to state, the national council advisory service committee gives only general information, directions, and suggestions. Councils are conference, not legislative, bodies. The local units, the state congress, and the National Congress are legislative groups.

**DR. ENGLAND, assistant superintendent and director of instruction, El Paso, Texas, schools:** I might give an illustration: When an invitation is to be issued for a state convention to be held in a city, the council does not have authority to issue the invitation without a vote of the local units comprising the council; decisions for action come from local units.

**Q.** Is there a limit to the number of local units included in a council?

**MRS. LEWIS, past president, Tenth District, California Congress, and past president, Federation of Community Coordinating Councils of Los Angeles:** The size of the council should be determined by whether or not the council

(Continued on page 12)



Buzz groups center their interest on council problems and projects.



(Continued from page 11)

chairmen can adequately give counsel to the units. If there are forty-five or fifty units that are widely separated geographically, it is difficult, if not impossible, for the council president, officers, and chairmen to provide adequate counseling service.

**Q. How can a large council be divided?**

**MRS. LEWIS:** In California, where councils have grown with the expanding population, some large councils have been divided into two for a more workable arrangement. Because the problem of finding enough experienced officers and chairmen for each of the new divisions has been the primary deterrent, district and state officers and chairmen have helped in finding leaders.

**COMMENTS:** In Dade County, Florida, the large county council has been kept intact, but area coordinators, who are elected officers of the council, work with eight to ten units in each area. In this way each unit receives adequate attention, and yet all unit officers receive the same training in council workshops.

Wichita, Kansas, councils are smaller now because they are organized as a secondary school and an elementary school council. This division makes it easier to consider the problems of each group.

**Q. How can we develop effective relationships between council and local unit chairmen?**

**MRS. STINNETT:** Too often council chairmen do the work that rightfully belongs to local unit chairmen. Local unit chairmen often can cooperate in solving problems that concern only a few of the council units.

**COMMENTS:** Grand Rapids, Michigan, council chairmen confer with unit chairmen before the regular monthly meetings of the council.

In Dallas, Texas, where council committees correspond to local unit committees, the council chairmen meet with chairmen from local units to discuss their work. Also, local unit presidents often bring in the P.T.A. committee chairmen when they make their suggestions at the four regular meetings during a year.

In New Jersey a state leader gives full instructions to all council chairmen once a year, and each council chairman conducts an annual workshop with local unit chairmen. A monthly bulletin also gives information and instruction to

local unit chairmen, and each local unit president is directed to clip pertinent articles from this bulletin for committee chairmen.

Cincinnati, Ohio, schools of instruction for new officers in the spring and fall, plus a monthly bulletin, keep council chairmen in touch with local unit chairmen.

**Q. In spite of schools of instruction for local chairmen and officers, sometimes a unit disregards a policy. Because the council cannot legislate for local units, it cannot take any action against the P.T.A. that fails to comply. And yet the council feels responsible when one of its member units does not comply with state and national policies. What should a council do in such a case?**

**MISS KENNEDY, field staff member, N.C.P.T.:** The council's major function is to guide and direct. Through its leadership program, its wise counseling, its careful interpretation of policy, and use of democratic procedures, the council trains local leaders to make the proper decisions. For the most part, a council has no authority to do anything about a local unit's violation of policy, but, like a parent whose child misbehaves, the council is distressed when a local unit makes a mistake. Obviously, leadership training and counseling has failed in this instance. Probably the best approach is to make every effort to avoid repetition. In our democratic organization, one group cannot dictate to another.

**National Council Advisory Service Committee:** Mrs. Ruth Gagliardo, chairman; Mrs. L. W. Alston; and Mrs. Fred L. Keeler.

## Your HELP IS NEEDED

► New and more exacting post office requirements make it necessary for us to ask you, the subscribers to the *National Parent-Teacher* and the *Congress Bulletin*, to be very sure to include your postal delivery zone number as a part of any address you send to the National Congress. In the very near future the kind of mailing service we will be able to give may depend largely on whether or not we have your zone number (if your city or town is zoned).

Also, when you address the National Congress or the two publications mentioned above, please remember to use the number 11 as the zone number—700 North Rush Street, Chicago 11, Illinois.

► Another urgent request for your help and cooperation: Please send any change of address directly to us as soon as you know of it, because the post office has almost doubled charges for its change of address service. With prompt information from you in our files, we can save hundreds of dollars in postal charges.

### Calling All Councils

• Mrs. Herman Siefkes, Nebraska Congress Magazine chairman, wrote a letter to council presidents in the state urging them to start a "chain reaction" by participating in the Overseas Gift Subscription project. "If, as a council, you can express your interest in the project by sending a subscription to our official Magazine to an educator overseas, local units may be inspired to do the same," she pointed out.

### BOOK WEEK, NOVEMBER 17-23

